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ABSTRACT

This syllabus of a course taught at Indiana University Southeast treats the theory, correlates, instruments, and techniques of diagnosing reading difficulties in the classroom. The goals are to (1) identify principles of diagnosis; (2) review current reading tests, reading materials, and computer programs; (3) review current diagnostic test materials; (4) diagnose a child's reading problems via formal and informal procedures; (5) develop a remediation plan for the diagnosed child; and (6) write a case report to be sent to a local school. The syllabus is divided into four parts: overview, diagnostic measures; testing; and case study. (MS)

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MANUAL

X504

Diagnosis and Remediation of Reading Difficulties

Written by: Susan Ramp Ridout, Ph.D.
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CS009354

TABLE OF CONTENTS

I. Overview

Syllabus

Calendar

II. Diagnostic Measures

Terms

IRI markings

Tests

Informal

Formal

III. Testing

Instructions for Testing Session

Criteria Sheet

IV. Case Study

Outline

Criteria Sheet

Letters

I. Overview

Syllabus

Calendar

SYLLABUS X504

SUMMER 1987

Instructor:	Susan K. Ridout	NOTE:	You must have the Reading pre-requisites to enter this class.
Office:	0014 Hillside Hall		
Phone:	945-2731, ext. 381 or 385		
Office Hours:	See office door		

Bulletin Description:

X504 Diagnosis of Reading Difficulties in the Classroom (3 cr.) P: E545 or S514 and P507. Treats the theory, correlates, instruments, and techniques of diagnosing reading difficulties in the classroom.

Text: Martha Collins and Earl Cheek. Diagnostic-Prescriptive Reading Instruction (2nd edition). Dubuque, Iowa: Wm. C. Brown Publishers, 1984.

Basic Goals:

Identify principles of diagnosis.
Review current reading tests.
Review current reading materials/computer programs.
Critique current diagnostic test materials.
Diagnose a child's reading problems via formal and informal procedures.
Develop a remediation plan for the diagnosed child.
Write a case report to be sent to a local school.

Course Outline

I. Understanding Diagnostic/Prescriptive Instruction
   A. Definition
   B. Components of a Diagnostic/Prescriptive Program
   C. Roles of staff and parents in the diagnostic prescriptive program

II. Informal Diagnostic Procedures
   A. Skills to be assessed
   B. Informal Reading Inventory
      1. Construction
      2. Administration and interpretation
      3. Listening comprehension
   C. Observation
      1. Checklist
      2. Anecdotal records
   D. Attitude and Interest Inventories
   E. Criterion Referenced/Objective Based
   F. Cloze procedures
   G. Group Reading Inventory
   H. Others

III. Formal Diagnostic Procedures
   A. Formal Group Tests
      1. Survey Reading Tests
      2. Diagnostic Reading Tests
      3. Achievement Tests
      4. Intelligence Tests
   B. Formal Individual Tests
      1. Oral Reading Tests
      2. Diagnostic Reading Tests
      3. Auditory Discrimination Tests
      4. Auditory and Visual Screening Tests
      5. Intelligence Tests

IV. Diagnosis (General Information)
   A. Terms
   B. Organizing data
   C. Analyzing data
   D. Interpreting data

V. The Case Study
   A. Components
   B. Format

VI. Remediation
   A. Specific areas to remediate.
   B. Methods
   C. Strategies
   D. Materials

<u>Requirements:</u>

1. Take test (Chapters 1-6) (200 points)

2. Participate in class

3a. Make materials list consisting of 5 published materials and their descriptions. Include reading level, cost, publisher date. Present material orally. Prepare a typed handout and make enough copies for classmates and two copies for the instructor. (One will be returned with remarks and the other one will be filed.) (25 points)

OR

3b. Diagnose and remediate a child of your chosing. You must test a child and participate in 5 hours of remediation. Keep a journal and discuss your diagnostic and remedial work in class. (25 points)

4a. Critique two (2) tests. (50 points) Choose one of your two tests from the following list (*denotes that IUS has a copy of the test)

*Botel Reading Inventory
*Brigance
*Burns and Roe Reading Inventory
*Diagnostic Reading Scales
*Durrell Analysis of Reading Difficulties
*Ekwall Reading Inventory
*Gates - MacGinitie Reading Test
*Gray Oral Reading Test
Iowa Silent Reading Test
*Peabody Picture Vocabulary Test
*Kaufman - Test of Educational Achievement
*Wechsler Intellegence Scale for Children
Standford Diagnostic Reading Test
*Warncke and Shipman's Group Assessment in Reading
*Woodcock Reading Mastery Test
Other approved test

Dr. Ridout will review the Gilmore, Dolch, SORT, Wepman, SIT and RSI. Therefore, do not choose one of these tests to critique. Items to be included in your test critiques are:

Name of test
Authors of test
Name and address of publisher
Copyright date
Age or grade levels
Purposes
Areas of content
Types of items
Validity
Reliability
Norms
Desirable features
Undesirable features
Overall evaluation
Sources (must include a minimum of three)

*Some tests will not cover all of these items.

You must <u>formally</u> submit <u>one</u> test write up. You must be able to discuss <u>either</u> or <u>both</u> of your selected tests in class. Have copies of the tests available for classmates to see.

You will be graded only on your written work (unless you obviously do not know about your second, unsubmitted test).

OR

4b. Critique 5 articles related to diagnosis and/or remediation. Prepare a class presentation and discussion of three of the articles. Formally submit typed articles. Summarize, critique (with application) and give full citation. (50 points.)

5. Along with a partner, diagnose a child in a clinical setting (50 points).

6. Write a diagnostic/prescriptive case report. (75 points) See handout for the format. Both you and your partner are responsible for the case study. Both of you should proofread it as points will be deducted for uncorrected errors. The case must not exceed three pages. (This will encourage school personnel to read the reports.)

NOTE: Do not average diagnostic measures. Do not quote IQ scores.

Carefully select tests that will best locate difficulties and will be efficient considering the 2 1/2-3 hour testing limit.

All written work must be submitted in duplicate -- one to be graded and returned and one to be put on file. To be on the safe side.... always keep a copy of your work.

Total of 400 points.

GOOD LUCK!

INDIANA UNIVERSITY SOUTHEAST
Reading Center

CALENDAR

Class 1
- Introduction to class
- Introduction to Diagnostic/Prescriptive Instruction

Class 2
- Diagnosis
- Terms
- IRI

Class 3
- Test Reviews

Class 4 and 5
- Students discuss tests
- (Critique is due)

Class 6 and 7
- Remediation
- Instructions for Diagnostic days. Get room assignments.

Class 8
- Class test
- Final notes prior to clinical testing

Classes 9 and 10
- Children are tested

Classes 11
- Go over X504 test
- Students share materials
- Group help for cases

Class 12
- Share case report with class
- (Case report is due)
- Prepare envelopes
- Evaluation

Class 13
- Correct case
- Mail

Class 14
- Closing activity

II. Diagnostic Measures

Terms

IRI markings

Tests

Informal

Formal

IMPORTANT TERMS

Term	Definition
Achievement test	
Diagnosis	
Group Reading Inventory	
IQ	
IRI	
Mean	
Median	
Mode	
Norms	
Prescription	
Realiability	
Survey testy	
Validity	
(Others)	

IRI MARKINGS

omissions

Circle word(s) that has (have) been omitted.

ex. The (old) man....

insertions ∧

Write the word that has been inserted.

ex. The old∧man....

mispronunciation/ substitution ——

Draw a line through the word and write what has been said.

ex. The ~~man~~ Men said....

inversion

Show what has been inverted by drawing an S curve.

ex. The man)went home(.

omission of punctuation X

Put an X over the punctuation mark that has been ignored.

ex. The old man was there X. He then..

hesitations ✓

Put a check in front of the word that has caused the child to hesitate.

ex. The ✓lady saw....

repetition

Put a squiggly line over the word(s) that has (have) been repeated.

ex. The old man saw the dog.

Pronounced by examiner P

Put a P over word(s) that has (have) been pronounced by examiner.

ex. The P old man....

Self correction C

Put a C through the word(s) on which the child self-corrects.

ex. The mat C man went....

TESTS

Test Name	Classification	Materials	Comments/Procedure	Scores
Dolch Basic Sight Words	Informal/ word list	Child's copy of words. Examiner's copy of words.	220 words pp, p, 1st, 2nd, & 3rd grade lists. Give child one list at a time until frustration point (usually about 60%). Check comprehension of a few selected words in sentences.	Percent correct on each level given.
Slosson Oral Reading Test	Formal/ Individual word list	2 copies of SORT (May need to have child's copy cut into single lists.)	Begin child 2 yrs. below grade level. Establish basal by correctly pronouning the total list of words. Each word can take no longer than 5 seconds. Continue until ceiling (total list unrecognized). Turn to chart to establish grade equivalent.	Grade equivalents

TESTS

Test Name	Classification	Materials	Comments/Procedure	Scores

TESTS

Test Name	Classification	Materials	Comments/Procedure	Scores

TESTS

Test Name	Classification	Materials	Comments/Procedure	Scores

III. Testing

Instructions for Testing Session

Criteria Sheet

Instructions for Testing Session

Post list of tests (in order) on testing room door. Name of child and examiner should also be posted. This is your responsibility. You will be graded individually. Have an extra test ready in case the child completed your approved tests faster than expected or you need additional information You must use: A(n) IQ measure (PPVT -- a test of hearing vocabulary will suffice or SIT); SORT; Dolch List (for younger students) or another sight word list; an oral reading measure (in passages), a silent reading measure, and other tests of your choice.

Examiner_____

CRITERIA SHEET

	Low				High	Comments
Student established rapport.	1	2	3	4	5	
Student selected appropriate tests.	1	2	3	4	5	
Student was well prepared.	1	2	3	4	5	
Student's materials were organized.	1	2	3	4	5	
Student properly administered tests.	1	2	3	4	5	

Examiner_____

	Low				High	Comments
Student established rapport.	1	2	3	4	5	
Student selected appropriate tests.	1	2	3	4	5	
Student was well prepared.	1	2	3	4	5	
Student's materials were organized.	1	2	3	4	5	
Student properly administered tests.	1	2	3	4	5	

Child Being Tested_____

Your diagnosis:

Word Recognition

Oral Reading

Comprehension

Signed_____

Examiner_____

CRITERIA SHEET

	Low				High	Comments
Student established rapport.	1	2	3	4	5	
Student selected appropriate tests.	1	2	3	4	5	
Student was well prepared.	1	2	3	4	5	
Student's materials were organized.	1	2	3	4	5	
Student properly administered tests.	1	2	3	4	5	

Examiner_____

	Low				High	Comments
Student established rapport.	1	2	3	4	5	
Student selected appropriate tests.	1	2	3	4	5	
Student was well prepared.	1	2	3	4	5	
Student's materials were organized.	1	2	3	4	5	
Student properly administered tests.	1	2	3	4	5	

Child Being Tested_____

Your diagnosis:

Word Recognition

Oral Reading

Comprehension

Signed_____

Examiner_____

CRITERIA SHEET

	Low				High	Comments
Student established rapport.	1	2	3	4	5	
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Student's materials were organized.	1	2	3	4	5	
Student properly administered tests.	1	2	3	4	5	

Examiner_____

	Low				High	Comments
Student established rapport.	1	2	3	4	5	
Student selected appropriate tests.	1	2	3	4	5	
Student was well prepared.	1	2	3	4	5	
Student's materials were organized.	1	2	3	4	5	
Student properly administered tests.	1	2	3	4	5	

Child Being Tested_____

Your diagnosis:

Word Recognition

Oral Reading

Comprehension

Signed_____

IV. Case Study

Outline

Criteria Sheet

Letters

INDIANA UNIVERSITY SOUTHEAST
Reading Center
New Albany, IN 47150

INSTRUCTIONAL REPORT: READING

Name: **Date of Report:**

Birthdate: **Age:** **Grade:**

Parents: (Type name, address, and telephone number)

School: (Type name of principal, name of school, address of school, and telephone number of school, if known)

Referral: (List person who made referral) **Reading Student(s):** List name of X504 student(s)

REASON FOR REFERRAL: (Write one short paragraph stating who referred the child and the reason given for referral. See parent interview, application and any other reputable sources of information.)

BACKGROUND INFORMATION: (Write a paragraph giving any information which is pertinent to the reading problem, diagnosis of the reading problem, or remediation of the problem.)

NATURE OF THE READING PROBLEM: (Discuss what you have found to be the primary and secondary reading problems. In this paragraph be precise and definitive. You will elaborate later in the SUMMARY OF INSTRUCTION or in TEST RESULTS AND FINDINGS.)

TEST RESULTS AND FINDINGS: (This section will vary in length and composition since you have done varying amounts of testing. All test scores should be included along with a short description of any test you mention. Any pertinent information regarding your observances during the testing period can be included here. In cases where informal diagnosis was done the section will be more descriptive than quantitative.

You might start with the following statement. (It is not mandatory that you use this statement.)

In order to formulate instructional strategies and remedial activities various formal and/or informal diagnostic assessments were made. These include:

RECOMMENDATIONS:

1. (The first recommendation deals with whether the child is a reading disability case or not. Include recommendations in response to: "Who can most effectively give the reading instruction?")

2. (The second recommendation states the instructional levels.)

3. (If appropriate, the third recommendation makes suggestions in reply to, "Are there any limiting conditions within the child that must be considered?")

4. (Are there any recommendations concerning word recognition skills?)

5. (Are there any recommendations concerning comprehension skills?)

6. (Are there any recommendations concerning oral reading skills?)

7. (Are there additional recommendations? Add any others in order of priority.)

CONCLUDING STATEMENT: (This report should be concluded with a brief summary statement.)

This format is a modification of one used by the Reading Clinic at MSU, Murray, Kentucky.

The report must be typed. Paragraphs will be single-spaced with double spaces between the paragraphs and three or more spaces between sections.

The headings should be spaced as in the outline. Do not type the instructions included in parentheses.

Write the report in the third person

Various sections of the report will vary depending upon the testing, tutoring, and/or recommendations for the child.

You must submit two copies of the case report, one for the school and one for the I.U.S. file.

This report should be of a professional nature. Watch grammar, spelling, typographical errors, etc.

GOOD LUCK!

Names_____

_____

CASE STUDY X504

The Case Study:	High	Rating			Low
1. Includes all parts of the study as described in the Case Study Handout.	5	4	3	2	1
2. Includes appropriate write up of tests used.	5	4	3	2	1
3. Discusses the findings of test results in sufficient detail.	5	4	3	2	1
4. Contains no IQ scores.	5	4	3	2	1
5. Includes recommendations that are clearly stated and are suitable to further accomplish established goals.	5	4	3	2	1
6. Includes appropriate and current published materials in the recommendations section.	5	4	3	2	1
7. Contains no sweeping generalizations.	5	4	3	2	1
8. Contains no awkward sentences.	5	4	3	2	1
9. Is grammatically correct.	5	4	3	2	1
10. Is neatly typed and has a professional appearance.	5	4	3	2	1

TOTAL _____

-5 per uncorrected errors: _____

TOTAL _____

Please self-rate and submit with your case report.

INDIANA UNIVERSITY SOUTHEAST

Reading Center

Dear Principal:

Enclosed you will find a copy of the case study written on _____ when she/he came to IUS to be tested for reading skills.

Among the items included in the report are the diagnostic measures that were used, followed by the child's results. From these results recommendations were written. The Recommendations Section is perhaps the most important part of this report because it lists specific suggestions to the teacher to help the child reach his/her reading capabilities. I suggest that the child's teacher read it with care.

The child's parents are not receiving a copy of the report since the test results could be misinterpreted without the help of trained educators. Therefore, parents have been urged to contact the school to discuss the results with the child's teacher or a school counselor.

A certified teacher helped prepare this report. In addition, I have read the enclosed document. Nevertheless, the child's case study is based on a short involvement at the Reading Center. While it is hoped the contents will be helpful as your school's personnel strive to help the child reach his/her potential, the results and recommendations were not written by certified psychometrists. Therefore, you and the child's teacher may determine whether or not the contents justifies being made part of the permanent file.

Sincerely,

Susan R. Ridout

Susan R. Ridout, Ph.D.
Director
IUS Reading Center

enclosure

INDIANA UNIVERSITY SOUTHEAST

Reading Center

Dear Parent:

A copy of the case study written on your child (when she/he came to IUS to be tested for reading skills) has been sent to your child's school.

Among the items included in the report are the diagnostic measures that were used, followed by your child's results. From these results recommendations were written. The Recommendations Section is perhaps the most important part of this report because it lists specific suggestions to the teacher to help your child reach his/her reading capabilities. I suggest that you discuss all sections of the report with your child's teacher.

It is hoped the case study will be helpful as the school's personnel strive to help your child reach his/her potential. Thank you for your cooperation.

Sincerely,

Susan R. Ridout

Susan R. Ridout
Director
IUS Reading Center